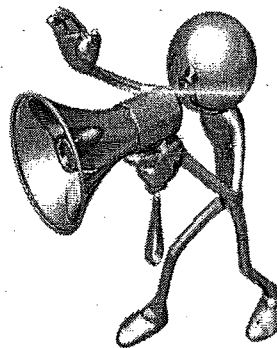


ETA Guidance and Program Design Considerations

Summer Youth Employment Program
2009 Forum
April 23-24, 2009

Agenda

- Background
- Use of Recovery Act funds
- Special reporting for SYEP participants
- Special provisions for SYEPs
- Meaningful work experience
- Prohibited work experience
- Work experience and payments
- Work readiness skills
- Business engagement
- Other program design considerations



4/20/2009



Background

- The American Recovery and Reinvestment Act (or Recovery Act) was signed into law on February 17, 2009
- Training and Employment Guidance Letter (TEGL) 14-08 provides guidance on implementing Recovery Act funding
- The Recovery Act provides \$1.2 billion in supplemental funds for WIA Youth activities
- Congress wants States and local areas to target these funds to operate expanded summer youth employment program (SYEP) opportunities during the summer of 2009
- Congress expressed interest in having the SYEP stimulate the creation of up to 1 million summer jobs for youth
- Congress wants SYEPs to incorporate work experiences and other activities that expose youth to "green" careers

4/20/2009



3

Background

- The Recovery Act includes two significant changes to youth activities under WIA that are funded with Recovery Act monies:
 - Increases the age eligibility to a maximum of 24 years
 - Work readiness indicator will be the only indicator to assess the effectiveness of summer employment
- TEGL 14-08 defines the period of summer as May 1 through September 30 - summer employment is as any set of allowable WIA Youth services that occur during the referenced period as long as it includes a work experience

4/20/2009



4

Use of Recovery Act Funds

- Local areas will have until June 30, 2011, to expend WIA Youth Recovery Act funds
- ETA strongly encourages States and local areas to expend significant amounts in the summer of 2009
- Recovery Act funds may be spent over the course of two summers and the non-summer months in between
- Costs associated with Recovery Act funds are allowable on or after February 17, 2009 (the effective the date of Recovery Act passage)
- Youth activities under WIA are allowable activities
- The laws and regulations for WIA Youth funds apply unless otherwise stated in TEGL 14-08

4/20/2009



5

Use of Recovery Act Funds

- ETA strongly encourages to States and local areas to focus services on the youth most in need:
 - Out-of-school youth and those most at risk of dropping out
 - Youth in and aging out of foster care
 - Youth offenders and those at risk of court involvement
 - Homeless and runaway youth
 - Children of incarcerated parents
 - Migrant youth
 - Indian and Native American youth
 - Youth with disabilities

4/20/2009



6

Special Reporting for SYEP Participants

- Any youth served with Recovery Act funds will be included in a separate Youth Recovery Act report
- Any youth served with only Recovery Act funds participating in summer employment only will only be included in the Youth Recovery Act report and the work readiness indicator will be the only measure that applies to such youth
- If a youth served with Recovery Act funds does not participate in summer employment or is served beyond the summer months, s/he would also be included in the regular WIA reports and be included in the full set of WIA Youth measures

4/20/2009



7

Special Provisions for SYEPs

- States and local areas have program design flexibility to determine the following areas
 - Which program elements they provide with Recovery Act funds
 - If the 12 month follow-up requirement will be required for youth served with Recovery Act funds during the summer months only
 - The type of assessment and Individual Service Strategy for youth served with Recovery Act funds during the summer months only
 - Whether academic learning must be directly linked to a summer employment opportunity

4/20/2009



8

Special Provisions for SYEPs

- Where existing procurement processes are a barrier to the rapid implementation of a SYEP this summer, States may request a waiver relating to procurement requirements in WIA section 123
 - Expand existing contracts that were competitively procured
 - Conduct an expedited, limited competition to select providers from those providers with proven records of success
- States may only seek a waiver to the procurement provisions in WIA section 123 if State law permits expedited or emergency procurement processes

4/20/2009



9

Special Provisions for SYEPs

- States may submit a waiver to allow the work readiness measure to be the sole measure for out-of-school youth, ages 18-24, who are served with Recovery Act monies in work experience activities beyond September 30
 - Applicable for the period of October 2009 through March 2010
 - Participation is limited to work experience only to provide 18-24 year olds with employment opportunities in a difficult economy

4/20/2009



10

Meaningful Work Experience

- 20 CFR 664.460 says...
 - Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time
 - Work experiences may be paid or unpaid
 - Work experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector
 - Work experiences are designed to enable youth to gain exposure to the working world and its requirements
 - Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment

4/20/2009



11

Meaningful Work Experience

- Meaningful work experiences require proper placements (i.e., good matches between youth with limited skills and available jobs)
 - Consider dedicating staff to match the interests of youth to available jobs, manage the placement of youth at workplaces, and provide on-the-job supervision of youth at workplaces
 - Consider having youth complete brief job shadow assignments at the workplaces for available jobs matching their interests
 - Youth get a first-hand look at the skills, knowledge, and education required to succeed in a career
 - Employers are provided a low-cost, low-risk opportunity to meet and screen students for potential summer positions

4/20/2009



12

Meaningful Work Experience

- Meaningful work experiences require mentors, especially for private sector work experiences
 - Consider dedicating staff to be mentors to youth at workplaces
 - Consider requiring youth to spend at least a half day each week in training sessions covering topics such as financial literacy, nutrition and fitness, appropriate workplace behavior, and teamwork
 - This kind of active support and involvement in the lives of youth will strengthen outcomes and help build private sector willingness to consider participating in summer jobs programs

4/20/2009



13

Meaningful Work Experience

- Meaningful work experiences require the training of workplace supervisors
 - Most employers have not worked extensively with youth from disadvantaged backgrounds
 - Consider developing a short training for employers on working with disadvantaged youth
 - Child labor laws
 - Expectations of supervisors (i.e., work experience to impart measureable communication, interpersonal, decision-making, and learning skills in the workplace)
 - Assessing or measuring work readiness
 - Certifying timesheets
 - Rules for participant behavior and role of mentors
 - Workplace injuries

4/20/2009



14

Meaningful Work Experience

- Meaningful work experiences often include classroom-based learning activities (especially so for younger youth)
 - Have youth spend at least a half day each week in training sessions to further develop and refine attitudes, values, and work habits which will contribute to their success in the workplace
 - When possible, include pre-apprenticeship programs and combine basic technical skills training in the classroom with experience at the workplace for older youth

4/20/2009



15

Meaningful Work Experience

- Meaningful work experiences, requirements, and roles and responsibilities are described in workplace agreements
 - The agreement form is a binding agreement of accountability among the contractor, workplace employer, and the grantee
 - The purpose of the Agreement is to ensure that the worksite sponsor agrees to:
 - Provide the appropriate level of supervision to ensure meaningful work experiences
 - Comply with Child Labor Laws and other workplace laws
 - Confirm an established relationship between the worksite employer and the contractor
 - Ensure work experience arrangements do not unfavorably impact current employees

4/20/2009



16

Meaningful Work Experience

- Meaningful work experiences require the monitoring of workplaces and classroom-based activities to assure quality experiences
 - Ensure quality and conducive work experiences for youth
 - Make sure the workplace is following child labor laws and safety standards
 - Review the progress of youth toward the attainment of a work readiness skill gain
 - Review the progress of youth on other goals

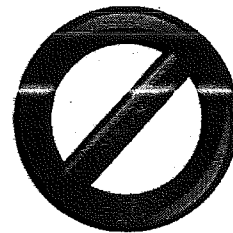
4/20/2009



17

Prohibited Work Experience

- Casinos or other gambling establishments
- Aquariums
- Zoos
- Golf courses
- Swimming pools



4/20/2009



18

Work Experience and Payments

- Work experience may be paid or unpaid
- It is expected that work experience will be paid in most cases and the federal Fair Labor Standards Act (FLSA) will apply in any situation where an employment situation exists
- FLSA does not apply in training situations
- A local board must determine whether work experience is a training situation or an employment situation
- If the worksite is relying on the participant to perform real work (i.e., to produce a certain amount of work), then the situation should be recognized as an employment situation

4/20/2009



19

Work Experience and Payments

- If the work experience is an employment situation, then the youth must be considered an employee per FLSA
 - In this situation, the site employer is the employer of record
 - Participants must receive no less than the applicable state or federal minimum wages (fed. min. wage is \$6.55/hr.-\$7.25/hr. effective 7/24/09)
 - Related benefits are required and payroll taxes should be deducted
 - The employer of record will be responsible for paying all taxes and providing similar benefits as are available to other employees
- The administrative entity or service provider has the option of being the employer of record in an employment situation
 - The administrative entity or service provider will be responsible for paying the youth and negotiating with the host site the activities that will be performed by the participant

4/20/2009



20

Work Experience and Payments

- Per ESA's Wage and Hour Division, if all of the six items exist, the work experience can be considered a training situation...
 1. The training, even though it includes actual operation of the facilities of the employer is essentially a training experience similar to a vocational school
 2. The participant is primarily the beneficiary of the experience
 3. Regular employees are not displaced and the experience is closely supervised/observed
 4. The "employer" that hosts the experience derives no immediate or significant advantage (and may experience an actual downside)
 5. The participant is not necessarily entitled to a job at the conclusion
 6. There is mutual understanding between the participant and the host agency that the participant is not entitled to wages for this time because the activity is essentially a training experience

4/20/2009



21

Work Experience and Payments

- The payment of wages or stipends is not required for SYEP training situations
- A local board can choose to require stipends be paid to youth in SYEP training situations
- A local board is responsible for determining stipend amounts and conditions for payments to youth in training situations
- To be considered a training situation, the focus of a work experience program should be on mentoring and exposing youth to real-life experience, rather than on getting them to produce a certain amount of work

4/20/2009



22

Work Readiness Skills

- TEGL 17-05 Attachment B says work readiness skills attainment is a measurable increase in work readiness skills including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques
- The TEGL also says work readiness skills encompass:
 - Survival/daily living skills (e.g., using a phone, telling time, shopping, apartment renting, opening a bank account, and using public transportation)
 - Positive work habits, attitudes, and behaviors (e.g., punctuality, regular attendance, having a neat appearance, working well with others, good conduct, following instructions and completing tasks, accepting constructive criticism, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job)

4/20/2009



23

Work Readiness Skills

- Outcome is attained during participation
- Flexibility in defining goals
 - Pre-assessment to identify work readiness skills goal(s) at the start of the SYEP experience
 - Post-assessment to determine attainment of goal(s)
 - Goals should be age-appropriate
- Youth has a until the end of summer (September 30) to attain each goal
- Can set multiple work readiness skills goals
- Flexibility in choosing assessment tools and methods
- Performance indicator is the percentage of participants in SYEP who attain a work readiness skills goal

4/20/2009



24

Work Readiness Skills

- Examples of assessment tools that can be used to measure work readiness success
 - SCANS Skills and Competencies Checklist (identifies skills, competencies, and personal qualities youth need to compete successfully)
 - Wonderlic Personnel Test (measures ability to understand instruction, solve problems, and learn new concepts)
 - COPS (assesses interest regarding tasks required of a particular position)
 - COPEs (evaluates types of activities a youth values in a position)
 - WorkKeys (measures a variety of work readiness skills including reading for Information, applied mathematics, business writing, writing, locating information, teamwork, observation, listening, and applied technology)

4/20/2009



25

Business Engagement

- Business and industry partnerships: Why?
 - They are needed especially for the design and implementation of SYEPs for older youth
 - Prior to recession, industry sectors expressed concerns about labor shortages
 - Employers were caught between demographic squeeze of aging workforce and a skill base among new and incumbent workers that was inadequate to the requirements of future technologies
 - The current economic climate may have camouflaged the problem but has not eliminated it
 - Rebound of the economy is likely to resume industry calls to seek ways to recruit and train younger workers to replace the growing numbers of workers approaching retirement

4/20/2009

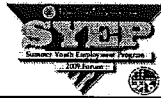


26

Business Engagement

- **Business and industry partnerships: Why? (Continued)**
 - Summer employment programs, in partnership with business and industry, could play an important part in introducing young adults to acquire work habits, education, and training to succeed in the workplace
 - Industry sectors such as Energy predict workforce shortage in near future; retirement, aging workforce population are impacting industry future
 - Industry leaders such as Duke Energy, Progress Energy, GE, etc. are currently seeking partnership with workforce; targeting youth workforce

4/20/2009



27

Business Engagement

- **Private vs. public sector participation**
 - WIA and the Recovery Act clearly identify the "public sector" as a vehicle for developing work experience for youth; yet
 - Majority of summer employment work experiences are with public sector employers
 - Government and nonprofit sectors can play important roles in providing summer work opportunities; But
 - Avoid over-reliance on these sectors alone
 - Develop partnerships with business, industry and organized labor
 - Expand the available portfolio of work and work experience thru private sector engagement.

4/20/2009



28

Business Engagement

- Developing service strategy with an industry focus
 - The strategic vision for implementation of employment and training provisions of the Recovery Act emphasizes:
 - Innovation in service strategies
 - State and local boards to utilize regional and sector strategies to enable:
 - low income,
 - under-skilled adults, and
 - disconnected youth to acquire knowledge and skills for success at work in key industries
 - Over 70% of all new jobs are created by the private sector – particularly small businesses

4/20/2009



29

Business Engagement

- Developing service strategy with an industry focus (Continued)
 - New and emerging industries are generated thru private sector activities; and
 - The skills and competencies required for success will be here
 - Private sector work experience can serve as the bedrock for introducing and reinforcing the rigors, demands, rewards, and sanctions associated with a competitive world of work
 - The Act also identifies certain industries that are important to helping the implementation of ARRA – industries that are critical and may be most suitable for the adult youth population:
 - Renewable Energy industry
 - Healthcare
 - Advanced Manufacturing
 - Broadband and Telecommunications, and
 - Other High-demand industry sectors that are economically viable in each local area

4/20/2009

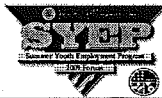


30

Business Engagement

- Data-driven service strategy
 - Use data-driven analysis to identify industry and occupations for older youth program design
 - Define growth industry in local economy
 - Identify occupations within those industries
 - Identify businesses and conduct outreach thru intermediaries
 - economic development organizations,
 - industry associations, etc.
 - Utilize local governments with stimulus-funded projects as sources for partnership with the private sector
 - Create support mechanism for both employers and youth to increase success, including:
 - Mentoring component
 - Follow-up services

4/20/2009



31

Business Engagement

- Work experience and Green Jobs opportunities
 - TEGL 14-08 reinforces ETA's strong desire for local areas to:
 - Develop work experiences that expose youth to opportunities in "green" educational and career pathways
 - Provide work experience opportunities for youth to get skill and knowledge in solar, geothermal, wind power design, and the use of environmentally-friendly building materials - they will mean increase job opportunities for youth

4/20/2009



32

Business Engagement

- What are Green Jobs?
 - Green occupations are not always easily identifiable or definable
 - General consensus from research is that:
 - Not all "Green Jobs" are new or unique occupations but represent "layers" of green skills of existing occupations
 - Occupational data collection on Green Jobs is ongoing and occurring in public and private sectors
 - O*NET has identified a number of occupations that may be moderately impacted by "green" technologies, e.g.:
 - Heating, ventilating, and air conditioning (HVAC) mechanics, HVAC installers, roofers, construction managers, wind turbine service technicians, solar power plant operators, etc.

4/20/2009



33

Business Engagement

- Besides the economic benefit from Green Jobs (e.g. earnings from summer job, work experience, etc.)
 - Many youth are environmentally conscious; consider connecting and aligning their personal interests to career interests and goals
 - Use assessment results and ISS plan to align youth with "green" education and career pathway - both short term and long term
 - Developing a jobs directory that details the community's "green" industries is another way youth can learn more about "green" career opportunities
 - Pre-apprenticeship programs that combine "green" classroom education and hands-on work experience can be valuable summer and year-round program approach
 - There will be increased green job opportunities for youth who have green jobs work experiences

4/20/2009



34

Business Engagement

- Besides the economic benefit from Green Jobs (Continued)
 - Training and work opportunities can derive from existing conservation and sustainability efforts in areas such as:
 - retrofitting public buildings
 - construction of energy-efficient affordable public housing
 - solar panel installation
 - reclaiming of public park areas or recycling computers

4/20/2009



35

Business Engagement

- Top 10 Green Jobs of next decade ([per FastCompany.com](http://www.fastcompany.com))
 - Farmer – Since sustainable agriculture needs local, small-scale farms, there will be more need for farmers
 - Forester – Foresters can teach cultivation of high-value and faster-growing plant, vegetable, or timber species
 - Solar Power Installer – Installing solar-thermal water heaters and rooftop photovoltaic cells is a relatively high-paying jobs (\$15-35/hr.) for those with construction skills; and opportunities are available all over the U.S.
 - Energy Efficiency Builder – Last year as more companies began building green buildings, NAHB reported an increase in demand for green building professionals
 - Wind Turbine Fabricator – Wind is the leading and faster growing sources of alternative energy with over 300,000 jobs worldwide

4/20/2009



36

Business Engagement

- **Top 10 Green Jobs of next decade (Continued)**
 - **Conservation Biologist** – The economic stimulus package from the Obama Administration offers the prospect of increased federal support for science & research
 - **Green Entrepreneur** – A recent report by the U.S. Conference of Mayors found that businesses such as legal, research, and consulting account for over 400,000 or the majority of all green jobs
 - **Recycler** – Recycling remains the economical alternative to high disposal fees.
 - **Sustainability Systems Developer** – The green economy needs specialized software developers and engineers
 - **Urban Planner** – Urban & regional planning is a linchpin of the quest to lower America's carbon footprint

4/20/2009



37

Other Program Design Considerations

- **Objective assessment and individual service strategies (ISS)**
 - Assessment and ISS are still required for the SYEP to determine the service needs of youth and work readiness skills goal(s)
 - Grantees have flexibility to determine the appropriate type of assessment and ISS for youth served with Recovery Act funds during the summer months only
 - Grantees have the flexibility to determine what, if any, academic needs should be addressed for these summer only participants
 - State and local area grantees are not required to assess basic skills level for out of school youth as part of the objective assessment

4/20/2009



38

Other Program Design Considerations

- Academic and occupational linkages in program services
 - Grantees have the flexibility to determine whether academic learning must be directly linked to a summer employment opportunity
- State and local area grantees are encouraged to link summer employment to academic learning for summer employment participants who do not have a high school diploma
- 12-month follow-up
 - Grantees have the flexibility to determine if and when the 12-month follow-up requirement will be required for youth served with Recovery Act funds during the summer months only (May 1 – Sept 30)

4/20/2009



39

Other Program Design Considerations

- Continued services to support out-of-school youth during the non-summer months
 - Develop strategies to engage this population through work experiences and other appropriate activities beyond the summer months including training opportunities and reconnecting to academic opportunities through multiple education pathways
 - Consider co-enrolling such youth in adult training services, particularly youth ages 22-24
 - Promote the Work Opportunity Tax Credit (WOTC) as an incentive for employers to hire older and out of school youth transitioning to the workplace following work experiences; the Recovery Act expands the WOTC to disconnected youth ages 16-24 who are not regularly attending school, not readily employed, and lacking basic skills

4/20/2009



40

Other Program Design Considerations

- Priority of service for veterans and eligible spouses
 - Veterans between the ages of 21 and 24 have a relatively high incidence of unemployment immediately following release from the military
 - States and local area grantees are required to provide priority of services for veterans and eligible spouses as required in 20 CFR part 1010

4/20/2009



41

Questions?

Brad Sickles
Federal Project Officer
USDOL ETA
Region 3-Atlanta
404.302.5373
sickles.brad@dol.gov

Winston Tompoe
Federal Project Officer
USDOL ETA
Region 3-Atlanta
404.302.5372
tompoe.winston@dol.gov

Questions can also be sent to:
eta.economicrecovery@dol.gov

4/20/2009



42

